

# OUTSIDE ARTS PARTNERSHIP COMPONENTS & CRITERIA

## Arts Community Partnership Network Indicators

COMPONENT	INDICATORS
1. Instructional Time with Students	Delivers a standards-based instructional program that is developmentally appropriate and differentiated to meet the needs of all students in a safe and appropriate environment.
2. Professional Development	Provides adult learning opportunities for teachers to deepen their content knowledge through experience, dialogue, and reflection. These opportunities allow teachers to explore as creative learners first, then as reflective instructors. Teachers are engaged in practical instructional methods that offer classroom management techniques and integrate the arts into regular classroom instruction.
3. Collaborative Planning Time	Aligns ACPN program to school site Arts Education Action Plan objectives. Collaborates with school site staff to identify a safe and appropriate instructional space. Provides an overview of program outcomes, as well as expectations of the classroom teachers well in advance of program initiation.
4. Culminating Events	Includes students of all ability levels and provides evidence of their newly acquired standards-based knowledge. Both students and teachers receive effective preparation for a culminating event. The events demonstrate high professional and artistic standards and involve families, school and community members.
5. Curricular Resources	Provides standards-based instructional resources that continue beyond the conclusion of the residency.

## Arts Community Partnership Network Self-Assessment

**Are you ready to collaborate with LAUSD and individual schools to promote student achievement, teacher development and school improvement in and through the arts? Respond to the following questions on a scale of 10, 7, 3, or 0. 10 being the highest score for best achievement. In the written section that follows, use your scores to respond to the 3 narrative questions that follow.**

1. We have staff identified specifically in charge of arts education.	10	7	3	0
2. We regularly collaborate with other arts and education groups in our community.	10	7	3	0
3. We have a long-range plan for arts education that articulates our goals and objectives.	10	7	3	0
4. We have paid instructors, consultants, teaching artists or others who provide arts education activities.	10	7	3	0

5. We provide diversified arts education activities that include teaching, observing, creating, and professional development.	10	7	3	0
6. Our schedule of arts education activities is on a regular calendar, and year round.	10	7	3	0
7. We have a policy and make public our efforts to provide arts education as a core activity.	10	7	3	0
8. We have fully funded educational activities through grants, fees, and general budget support.	10	7	3	0
9. We are organized to incorporate change, flexibility and adaptability in our work style.	10	7	3	0
10. Leadership for arts education is distributed across all levels of administration, board management and programming personnel.	10	7	3	0

10 = Highest Achievement;      7 = Good Implementation;      **AVERAGE SCORE:** \_\_\_\_\_  
3 = Low Implementation;      0 = No Implementation

### **Eligibility Guidelines**

Arts Community Partnership Network application must:

- Demonstrate experience in work with school districts and schools
- Demonstrate the capacity and ability to work within K-12 classroom situations
- Submit only one proposal; only apply as a single entity (no consortia)
- Be able to provide evidence of Federal Tax ID or Social Security number

### **Guiding Principles of a Quality Plan**

The *Guiding Principles of a Quality Plan* will be considered during the evaluation process:

- Demonstrating a *depth of content knowledge* in each or individual art forms (dance, music, theatre, visual arts, media, integrated arts, multiarts or interdisciplinary)
- Having as strong *foundation in learning opportunities* within a particular discipline that are not recreationally based and go beyond entertainment and passive participation
- Has a *balanced* set of educational offerings between the required components of the plan as well as appropriate fee structures
- Meeting the *needs of all students*, with varying abilities, through differentiated experiences
- Rooted in and reflecting the LAUSD *Superintendent's Core Goals* and specifically the LAUSD Arts Education Plan
- Supporting *standards-based arts education implementation* utilizing the California State Framework for the Visual and Performing Arts, K-12
- Representing the *cultural and linguistic diversity* of the District
- Being *cultural responsive and relevant*
- Allowing for *adequate preparation* for the school site prior to the event
- Providing *flexibility* in scheduling

## **Program Design**

Programs are designed to bring together schools and the District with cultural institutions, arts organizations, community-based organizations, individual artists, colleges/universities and other entities who have an interest in providing focused arts education activities including residencies, workshops, performance, exhibitions, trainings, institutes and arts group instructional activities to deepen and extend the LAUSD Arts Education Plan (Board of Education Resolution, June 1999).

The Programs provide a framework for the Arts Community Partnership Network applicants to work together and with the District to support student achievement and school improvement in and through the arts. By joining forces and combining strengths, the members of the Network create a synergism that can achieve far more than any single member or even the District alone.

The District recognizes that applicants may be at different stages in the continuum of development towards the teaching and learning goals in arts education for the District. Each successful applicant will develop a program that meets the needs of the District's populations, culture and geography yet maintains the richness and diversity and mission of the applicant. The District will not accept pre-packaged or single event submissions as they do not meet the criteria of the *Guiding Principles of a Quality Plan*.

A Program consists of a single school model. Each contract represents the total number of schools that an applicant is able to deliver within the contract period. All direct services to students should occur during the regular school day – after school is not permitted through this funding. Professional Development may occur during the school day, afterschool, extended day, off-track and weekends but should be directly related to or in support of the school day activities.